



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Media Studies

Discipline Name
Cinema (CINE)

Department Chair Name
Wendy Nelson

Division Name
Arts, Media and Business Administration

Website address for your discipline
<https://www2.palomar.edu/pages/mediastudies/>

Discipline Mission statement

It is the mission of Palomar College's Cinema Program to educate and inform our students on the art and business of film and its importance in understanding the world. Film provides us with a universal language in which to understand other cultures and diverse populations. Our program fosters critical thinking through the analysis of film and these transfer courses prepare students for university studies in a variety of disciplines. We teach future film artists the craft of filmmaking and through hands-on training students will be prepared to work in the film industry and succeed in university film programs.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
ADT Film, Television and Electronic Media
AA Cinema

Certificate of Achievement Cinema

Please list the names and positions of everyone who helped to complete this document.

Candace Rose Cinema Faculty

John McMurria Cinema Faculty

Lisa Cecere Cinema Faculty

Full-time faculty (FTEF)

1.80

Part-time faculty (FTEF)

4.40

Classified & other staff positions that support this discipline

ADA 12 months 100% workload

Additional hourly staff that support this discipline and/or department

NA

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The current Cinema Program SLOs focus on critical analysis of film artists and their contributions, film production concepts and vocabulary and analysis of film through discussion and writing. These SLOs align with transfer expectations to the 4-year colleges where students can continue their education in film analysis.

Since the fall of 2018, the Cinema and Digital Broadcast Arts (DBA) disciplines now offer an ADT in Film, Television and Electronic Media, which includes both Cinema analysis courses and Cinema CTE courses in film production, screenwriting and editing. The current Program SLOs do not accurately reflect the employer and new transfer expectations of these CTE courses and need to be updated.

Describe your program's plan for assessing program learning outcomes.

Within this next year, the full-time faculty in our Cinema discipline will meet to review all course objectives and SLOs and update our Program SLOs to better reflect our new ADT degree. Along with this process, we will revisit our AA degree and certificate and assess whether or not they are meeting employer and transfer expectations and providing a direct pathway for our students into either a 4-year college or the workplace. This will be done through research on our part, to see what, if any, new programs are being offered in Cinema and Film Production by our neighbor CSUSM and other CSUs as well as the UCs. We will also consider recommendations from our Advisory Board in regards to workplace preparedness for our students. From this research, we can determine how we can provide a direct pathway for students to achieve their academic and career goals.

Summarize the major findings of your program outcomes assessments.

The Cinema Program SLOs have not been assessed in the last three years, and therefore are due for assessment this year.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

As stated above, we will revisit the viability of our Cinema AA and Certificate degrees in terms of being a pathway for transfer or preparing students to work in the film industry. More research needs to be made regarding the requirements of CSU and UCs in terms of transfer and articulation into a degree pathway. Regarding students completing our degree/certificate and being prepared to meet new industry standards and work in the ever-changing film industry, we will refer to our Advisory Board for guidance on what students need to learn in order to get hired into an entry-level position.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Cinema courses support the GE/ILOS in Communication and Creative, Critical and Analytical Thinking. In our Academic and CTE courses, students analyze films through written analysis, oral and visual presentations and create visual projects such as films and documentaries. Our students also use critical thinking skills, through film analyses, discussions, and creative screenwriting, film and editing projects. Students demonstrate information literacy by researching information for film analysis and research papers and film projects and demonstrate problem-solving and teamwork skills in classroom group activities and film shoots.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

We strive to keep course success at or above the college's institutional standard of 70%. This is particularly relevant since most of our added courses sections since the fall of 2016 have been in distance education, a method of study that demands a particular level of participation. In addition, all of our courses transfer in some way to either the UC or CSU systems so the rigor of these classes is paramount to us.

From 2013/14 to 2017/18 we have maintained an overall success rate of over 70% and an overall retention rate of 93% and above. To break that down further, our distance education success rate in 2017/18 was 71% with a retention rate of 91%.

We believe part of this success is due to the preparedness and expertise of our Cinema faculty. As of spring 2017/18, all PT faculty within our Media Studies department are now required to have completed POET (or its equivalent) before being assigned an online course. Our PT faculty can also receive guidance/mentorship by our FT faculty on course design, accessibility, methods of online pedagogy, etc. as well as access the many resources through our DE Committee and ATRC workshops.

Another reason for the success in both our online and face-to-face courses is the college and state-wide

decision to switch to Canvas, which provides a consistent LMS experience for all students. Navigating a course and checking grades is made much easier, especially with the accompanying phone app for Canvas.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

In 2018, 4 students completed the Cinema AA degree and 5 completed the Certificate.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Stayed the same

What factors have influenced your completion trends?

Our completion trends have fluctuated over the years, with the high of 12 completions total in 2017 and the low of 4 completions in 2015. Nine students completed our degree/certificates in 2018. This fluctuation may be reflective of enrollment trends over the years. This data does not include our new ADT degree, which did not go into effect until this year, fall of 2018, and will, therefore, be included in the date for our next Annual PRP.

Are the courses in your discipline required for the completion of other degrees/certificates?

Yes

Please list them

Our CTE cross-listed courses are included in the Digital Broadcast Arts degrees and certificates. These courses include: Cine/DBA115, Cine/DBA 125, Cine/DBA170, Cine/DBA270, Cine/DBA225.

DBA Degrees:

Digital Media (CP)

Digital Videos (AS, CA)

Radio and Television (AA, CA)

Do you have programs with 7 or fewer completions in the last 5 years?

Yes

What steps are you taking to address these completions?

Within the last 5 years, only 2014-15 completion rates dropped below 7. The Cinema discipline is

continuing to grow over the last five years and we now offer a wider array of courses in face-to-face, hybrid, and online platforms, including full-semester, fast track and Intersession. This gives our students even more opportunities to create a pathway towards completion within our degrees. Offering the ADT degree is another way that we are helping students successfully complete a degree and transfer to a CSU.

What is your program standard for program completion?

70.0%

Why did you choose this standard?

Our standard for discipline course success rate aligns with the College's institutional standard for course success. 70% is the minimum acceptable course success rate for our AAs and ADT.

What is your Stretch goal for program completion?

75.0%

How did you decide upon your stretch goal?

With the addition of our new ADT degree and our move towards Guided Pathways and strategic scheduling practices, we feel that more students will find success completing our programs.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

The Cinema program has seen significant growth over the last 5 years, with fall 2013/14 enrollment at 602 and fall 2017/18 enrollment at 1203. Even with the increase in the number of courses offered, the fill rate has remained in the 80th percentile, with an 88% fill rate in fall 2013/14 and an 84% fill rate in fall 2017/18. In fall 2013/14 the WSCH to FTEF was 649 and in fall 2017/18, despite the increase in enrollment, the WSCH to FTEF in fall 2017/18 was slightly lower at 616.

What factors have influenced your efficiency trends?

Factors that have influenced our efficiency trends include the addition of several new online, hybrid and face-to-face sections of Cinema 100, our most popular course, which accounted for 915 out of 1203 students of our fall 2017/18 enrollment. This course meets the IGETC Area C requirement.

Along with Cinema 100, we've also made Cine 122 Identity in America, Cine 123 Queer Cinema, Cine 105 Special Subjects and Cine/DBA 115 Creative Writing for TV and Cinema classes available online. We've added in more sections of our online Cine 102 and Cine 103 History of Cinema courses to better accommodate our students and their busy schedules.

We continue to offer multiple sections of Cinema 100 in the face-to-face format, and we've experimented with different days, times and formats. Our overall fill rate for this course is 85% in fall 2017/18, which is lower than the previous 5 years, but with a significant increase in enrollment from 366 students in fall 2013/14 to 915 students in fall 2017/18. Each semester we continue to add and fill additional sections.

Another factor that has influenced our efficiency trends is the competency and expertise of our faculty who teach both our face-to-face and online courses. Our faculty have completed POET or its equivalent and we

believe this directly affects the fill and retention rates of our online courses.

The opening of the Fallbrook and Rancho Bernardo Centers has also added to our growth, and we continue to hold steady enrollment at our Escondido center. We've gone from having 2 Cinema classes a year at Camp Pendleton (CPPN) in 2015/16 to 7 courses a year in 2017/18.

The Cine/DBA 115 Creative Writing for Cinema and TV class was relocated to the San Marcos campus in 2016/17 from the Escondido Center and the course was restructured to accommodate the industry trends in film and television screenwriting and to align with our new ADT degree. Enrollment in fall 2015/16 was 18 with a fill rate of 50% and a WSCH to FTEF of 270 and grew to an enrollment of 34 in fall 2017/18 with a fill rate of 94% and WSCH to FTEF of 578. This spring, 2019, we added in a 2nd section of this course online and both sections filled. The increase in enrollment of this CTE course directly feeds our enrollment in our other production and editing courses, and will help boost completion rates of our new ADT degree.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

The Cinema department is fortunate that we do not have regularly cancelled classes due to low enrollment. We are also pleased to report that our Fallbrook Center and Rancho Bernardo Center enrollment numbers are steadily increasing each semester. For fall 2020 we would like to add an online section of our Cine/DBA 115 class and if possible, add some CTE courses to our summer schedule as well to meet student demand and help grow our Cinema and DBA programs.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

Our standard aligns with the College's institutional standard for course success rate.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected?

Yes

What is your Stretch goal for COURSE success rates?

74.0%

How did you decide upon the goal?

For the past five years, our courses have maintained a success rate between 72% - 77%, with a slight dip between 2016/17 at 74% down to 72% in 2017/18. However, the enrollment in 2016/17 was at 2477 and increased to 3065 in 2017/18.

In order to accommodate this growth, we hired several, very qualified new PT Faculty and one new FT Faculty in 2018/19. With this excellent team of instructors we believe our success rates will go up, since our instructors participate in PD workshops that teach methods of instruction for equity in the classroom as well as the annual Active Learning Leadership Conference.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Cinema's retention rates have remained consistent between 94% - 95% all five years.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Ethnicity

Age

Special Pop. (Veteran, foster youth, etc.)

Age: Why do you think age differences exist? What do you need to help close the gap?

Over the past five years, retention rates have remained consistent between our different age groups in the 90th percentile. The success rates have also stayed fairly consistent over the past five years between 72% to 77%.

Many factors can contribute to success in the classroom. To help close this gap, we can provide support services information in our syllabi as well as bring in guests to speak about the various free services for students such as EOPS, SSS/Trios, DRC, medical, behavior health counseling, Food Bank, and tutoring - both for our online and face-to-face classes.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Although retention rates between various ethnic groups in fall 2017 remained high, ranging from 85% to 97%, with black students at the lower 85th percentile, the success rates varied greatly based on ethnicity. All ethnicities except white and Asian ranked below the institutional standard of 70%. We also saw a slight drop in our ethnic success rate percentages between 2016/17 and 2017/18, which may be due to the increase in enrollment, from 2477 to 3065 in just one year.

To help close this gap, we can share data and different methods for increasing success and retention rates for various ethnic groups in our monthly department meetings. These methods could include pedagogy that emphasizes more active-learning and project-based work, and representation of different ethnicities in our curriculum - ie, movies made by a diverse body of filmmakers that also reflect diverse stories and actors on the screen.

Although we can educate ourselves on different classroom methods to help close the success rate gap, one major factor that must be considered is the course cap of 60 seats required for the majority of Cinema

courses, compared to the average of 42 seats for similar lecture-based courses in other disciplines. Large class enrollments make it difficult to reach out individually to students and give them the extra attention they need to be more successful in our courses. And since most of our faculty, both PT and FT, are teaching several sections of these larger classes, the workload can certainly play a factor in this.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

Our Foster Youth and Veteran success rates have remained fairly consistent between 72% and 77% over the last five years. Retention has stayed in the 90th percentile.

These two groups can also benefit from learning about Palomar College's support services, mentioned above.

For our active military and Veteran students, who often face special challenges related to military work-related conflicts, medical appointments that can't be rescheduled, etc. flexibility on deadlines and allowing students to work ahead when appropriate can help to keep them on track.

Are there differences in success/retention between on-campus and online courses?

Yes

Do you have any best practice methods you use for online courses to share with the community?

All of our PT instructors must complete POET or its equivalent before teaching an online course. We feel this contributes to our high online success and retention rates. Also, many of our instructors incorporate active learning and online pedagogy strategies that they learn from PD workshops and the Active Learning Conference.

Please explain.

Our online and face-to-face retention and success rates are very similar with only a 2 percentile difference between the two in the last four years, even with significant growth in our online numbers. In fall 2017/18, for example, 1749 students were enrolled in our online courses and 1303 enrolled in our face-to-face classes. Our online course success rate for fall 2017/18 was 71% with our face-to-face success rate at 73%. The retention for the online classes for this same fall were 91% and 96% for face-to-face classes.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

At this time, we have not coordinated course assessments across sections over time, but we are working on this for 2019/20. With the ease of assessing SLOs directly in Canvas, we plan to survey a selection of our Cinema courses and engage our PT faculty in the process as well.

How have you improved course-level assessment methods since the last PRP?

We are in the process of updating our course-level assessments this year.

Summarize the major findings of your course outcomes assessments.

Overall, our students are reaching our course success rates of 70% or higher.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

Some of our courses in the new ADT degree required some updates to the COR in order to meet state standards for this degree. Based on these changes, we may want to revisit our SLOs to make sure they align with our updated curriculum.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Once we assess our course outcomes across the different sections, we will be better able to come up with improvements.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

We haven't actually mapped our course outcomes to our program outcomes in a meaningful way - this is one of our goals for the upcoming year.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

The faculty within the Cinema and DBA Departments recently met to map our ADT degree as well as our AA and Certificates. We are waiting to get feedback on our map from the Counseling Department before we begin sharing this with our students. We expect this to happen before the end of our spring 2019 semester. We can then share this finalized information with our students via Canvas, handouts in class, posters in the classrooms, etc.

This mapping process was an eye-opening experience and some great conversations ensued as to when and how often our courses should be scheduled in order to accommodate our students. For example, currently, we offer our Cine 125 Beginning Film and Field Production class - 3 sections in the fall and 2 sections in the spring. However, we only offer the advanced production course, Cine 225 once a year in the spring. This is a course that may need to be offered both fall and spring semesters to allow our students to complete their degrees on time. All of our other Cinema courses are offered each semester, in multiple formats and at various times to provide more options for our students.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

The Cinema Department is steadily growing and adding more classes each semester. With the help of our Department Chair, we look broadly at all of the courses within Media Studies and then schedule strategically to prevent overlap with our CTE courses in particular. We offer Intersession, fast-tracks, hybrids, and face-to-face courses mornings, afternoons and evenings, in online and face-to-face formats to best accommodate our students and their busy schedules.

Looking ahead, there may come a time within the next few years when we reach our maximum ability to

schedule classes in P32, which houses our Christie projector and surround system that is optimal for screening movies. The college may want to consider including another Cinema screening room in any new construction plans.

How do you work with other departments that require your course(s) for program completion?

All of our CTE courses (Cine 115, Cine 125, Cine 225, Cine 170, Cine 270) are all cross-listed with DBA. These cross-listed courses are also a part of our new ADT degree, and some are included in our AA degree and certificate. The faculty within Media Studies meet monthly to discuss our programs and recently we worked together to map our ADT degree. As of 2018, the Chair of our department, with input from discipline Faculty, now schedules courses for our entire department (as opposed to having each discipline schedule individually) and this has helped to prevent overlap and create better pathways for our students. We've noticed an increase in enrollment in our CTE courses since they no longer conflict with other courses that students need to take in order to complete our Cine and DBA programs.

Does your discipline offer cross-listed courses?

Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?

Ensuring that our cross-listed courses have a consistent curriculum and that the instructors meet the minimum qualifications is a challenge for us in our program, because Cinema is an Academic program, while DBA is a CTE program - each requiring different qualifications by the State Chancellor's Office.

The Chair of our Department, Wendy Nelson, is the current Chair of the Curriculum Committee, and Cinema faculty members Candace Rose and John McMurria also serve on the Curriculum Committee and with the other Curriculum Committee members, are currently looking further into the issue of meeting curriculum standards and minimum qualifications at Palomar College for cross-listed courses, not just within the Media Studies department, but across the campus as a whole.

Are there curriculum concerns that need to be resolved in your department? What are they?

In the process of doing this Comprehensive PRP, it was discovered that our Program SLOs need to be evaluated, in order for us to make informative decisions about our programs and our curriculum.

Are there courses that should be added or removed from your program - please explain?

At this time there are no courses that should be added or removed from our program. As our program continues to grow, we will continue to research what new courses would assist our students in transfer to a University or securing work in our industry.

How is the potential need for program/course deactivation addressed by the department?

Program/course deactivation is discussed by faculty within each discipline and the Chair of our department. If, after looking at data and reassessing our programs/courses, it is determined that a course should be deactivated, our Chair will bring this to the Curriculum Committee.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

The Cinema program would like to expand our CTE film production program, which includes screenwriting and editing, by offering more sections as enrollment numbers grow and collaborating with our DBA colleagues and Advisory Board to better prepare our students for work in the ever-growing and changing film industry.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

When considering how many classes should be offered both online and in face-to-face formats, we look at the data and assess the demand. This is how our Cinema program has been able to grow steadily over the last few years. We now offer courses at all times of the day and in multiple formats to accommodate all students.

Describe other data and/or information that you have considered as part of the evaluation of your program

Meeting with our Advisory Board this spring was very informative and is helping us to determine the best pathway to prepare our students for work in the film industry.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Our ADT in Film, Television and Electronic Media prepares students for transfer to the University and potentially, entry-level positions in the following careers:

Camera Operators, TV & Motion Pictures, Broadcast Technicians, Editors, Multi-Media Artists and Animators, Producers and Directors, Set and Exhibit Designers, Sound Engineering Technicians, and Screenwriters.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

The ability to communicate effectively via spoken and written word. The ability to collaborate effectively in group settings on project based tasks and assignments. Working knowledge of non-linear post-production

editing and animation software. Working knowledge of audio and scoring software, scripting software, and field production equipment (cameras, microphones and lights). Project management skills and time management skills.

How does your program help students build these KSA's?

To communicate effectively via spoken and written word students, students must write at least 8 pages per course, including analytical essays about films screened in class. These essays might include one-page responses to specific questions about a scene to longer essays that analyze a film in its entirety. The focus of these essays is to connect the aesthetic aspects of form and cultural representation to the historical and cultural contexts in which the film was made.

In Screenwriting, students learn how to write short-form narrative screenplays for film, scripts for broadcast, TV, commercials/PSAs and documentaries.

To communicate effectively in groups settings, students collaborate on creating short films and TV programs, from pre-production, production and post-production. Students also work together on group presentations in film and TV studies courses. Our program courses provide access to non-linear, post-production editing and animation software, and audio and scoring software. Students are required to write about TV/FILM, work in groups, and give oral presentations of their work.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

We have offered television Internships at Local Network Affiliates, Internships at Local Production Companies and Creative Agencies, Non-Traditional Internships (non-broadcast businesses and industries with production needs).

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Our interns gain experience working with the current camera and editing equipment, assist TV/Film professionals in their daily work, gain experience writing for Film/TV, and learn how to work within a production team.

How do you engage with the community to keep them apprised of opportunities in your program?

Community engagement is something we would like to do more of as our program grows. For example, this year, through a NCHEA Grant, Palomar Cinema and DBA programs partnered with faculty from Mira Costa and CSU to host a Student 48-Hour Film Challenge. Although this event was only open to current student participants, community members can attend the festival event in April, 2019.

What is the regional three-year projected occupational growth for your program(s)?

Based on data in Career One Stop, the projected growth for Film Editors from 2016 to 2019 nationally is 17%, and in the state of CA is 6%. Work for producers and directors nationally is projected to grow 12% by 2026 and 8% in the state of CA. This growth reflects the rising number of new streaming video sites, such as Hulu, Netflix, Amazon and HBO, to name a few, that provide more opportunities for work in episodic television and independent and studio film.

What is being done at the program level to assist students with job placement and workforce preparedness?

The Media Studies department hosts a Media Days event each spring to bring in working professionals from the different disciplines, including Film and Television, and this gives students an opportunity to network for possible job placement. We also offer internships through our program.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

The meeting of the Advisory Board, Media Studies Department met March 7th, 2019, 5:30 – 6:30 pm at Palomar Community College, San Marcos Main Campus, Q-2.

Present at the meeting were the following Palomar Staff and Faculty: Gregg Baker, Lisa Carmichael, Lisa Cecere, John McMurria, Zeb Navarro, Scott Richison, Serena Reed, Peter Stoll.

Present at the meeting were the following Industry Professionals: Kigh Sturdevan, Media Manager with Scratch Media, Cinematographer; Russell Sheaffer, Independent filmmaker; Dan Wagner, Sr. Solutions Architect for Key Code Media, Video Editor and Avid Certified Instructor; Palomar Student Vashtai Moore who works for KUSI.

The industry professionals identified the following areas as important for students to gain from our program:

Writing Skills in News and Storytelling

- More thinking before writing.
- Versatility in writing.
- How to pull the content out of a news report.

Strong Critical Theory Skills

- Think before doing.
- Understand political and social situations.
- Lacking the ability to trouble-shoot.
- News judgment.

Strong Work Ethic

- Have confidence. Know your strengths.
- Pay attention to what is going on around you.
- Learn from others on the job.
- Be engaged and attentive.
- Conscientious: arrive on time, stay off cell phone, etc.
- Apply oneself.
- Have passion and interest in the job at hand.
- Do not be distracted.
- Ability to finish projects.

Teamwork

- Collaboration.
- Know your job.
- Have some experience
- Recognize the importance and intent of the job, i.e. the "one main job is to get the news out".
- Connectivity, shared projects is more the norm from small to large productions.
- Understanding of workflow and your place in it.

Computer Skills

- A basic level of competency
- A plus to know more specific software programs such as AfterEffects, i.e. Access Hollywood asks their editors to have skills in: • Advanced computer knowledge, i.e. complexities of codec, distribution of files, file sharing, etc., and automated equipment

Camera Knowledge

- Need skills beyond “consumer-grade”, i.e. those with automatic controls, limitations of menu-driven.
- Know manual settings, how to color balance, prime lenses. “It gives your students a “leg up.”
- Useful to take a photography class to know basics plus, i.e. shutter speed vs frame rate.
- Not necessarily a specific camera and yet quality/type will depend on type of program.
- Aesthetics is important.

Flexibility

- Ability to write, shoot and edit. All-around skills.
- Know what your strengths are.
- Find out what you are good at and learn them on the job.

Creating content for Social media

- Adapting programs, i.e. using “vertical content editor”
 - Programming such as NBC’s “Stay Tuned” on Snapchat
 - Companies creating apps, opportunities for vertical content
- Programming that grabs the audience’s attention and tells the story quickly.

What are the San Diego County/Imperial County Job Openings?

Below are the average annual average job openings in San Diego County:

Audio-Visual Equipment Technicians: 90
 Broadcast Technicians: 40
 Camera Operators, TV & Motion Pictures: 40
 Editors: 50
 Multi-Media Artists and Animators: 260
 Producers and Directors: 210
 Set and Exhibit Designers: 90
 Sound Engineering Technicians: 1,200
 Writers and Authors (incl. screenwriters); 280

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Assess our Program SLOS and course SLOS and align them with our degree maps.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The Cinema FT faculty will work with PT faculty to assess our courses across several sections. Using this information, we will assess how our course assessments align with our program assessment and degree

maps. We will consult with our Chair throughout this process.

Outcome(s) expected (qualitative/quantitative)

Gain data from our assessments that can then guide us in our strategies for improving our courses and degrees to better align with Guided Pathways.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with our Guide Pathways goals:

Help students in discovering, clarifying, and choosing pathways.

Ensure a quality learning environment and facilitate meaningful relationships to support student success.

Expected Goal Completion Date

Goal 2

Brief Description

Hire a new FT Faculty member.

Is this a new or existing goal?

New

How will you complete this goal?

We will include our justification in a new FT position for our department through this PRP process.

Outcome(s) expected (qualitative/quantitative)

An increase in the FTEF from Contract Faculty.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Hiring a new FT Faculty member to our department will help us achieve the following college strategic goals:

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

Expected Goal Completion Date

5/29/2020

Goal 3

Brief Description

Maintain and continue smart growth in enrollment

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Social Media marketing, HS and community outreach, industry professional development opportunities, guest speakers from the film industry, state-of-the-art equipment and technology, online library of

streaming movies.

Outcome(s) expected (qualitative/quantitative)

We expect to continue to increase enrollment in all of our courses, bring back course sections that have been cut over the years, and continue to add new sections to meet the demands of our students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

With smart growth in enrollment we expect an increase in student success and retention that aligns with our Guided Pathways goal to offer efficient and flexible course taking patterns to meet education and career goals.

Expected Goal Completion Date

5/29/2020

Goal 4

Brief Description

Improve transfer readiness.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We worked with the Articulation Officer to create the AAT degree in Film, Television and Electronic Media that has now been approved through the Chancellor's Office as of fall 2018. We recently mapped this degree and are waiting on feedback from our Counselors. The next step will be to share this pathway with our students department and campus-wide.

Outcome(s) expected (qualitative/quantitative)

We expect higher enrollment numbers in our transfer courses and an increase in degree completions and transfers to CSU and UC universities. This will also improve student success.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with several of the Guided Pathways goals:

Offer efficient and flexible course taking patterns to meet education and career goals.

Help students in discovering, clarifying, and choosing pathways.

Provide support services to help students navigate their path.

Ensure a quality learning environment and facilitate meaningful relationships to support student success.

Expected Goal Completion Date

5/29/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).

3. See career info (In PRP)

Are you requesting additional full-time faculty?
Yes

Are you requesting additional Staff, CAST or AA?
No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)

In the last 10 years, the Cinema department has only had 2 FT faculty until this spring 2019, when we gained 1 new faculty member.

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)

2017-2018 % FTEF (on-going reassigned time)

2018-2019 % FTEF (on-going reassigned time)

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)

2017-2018 % FTEF (temporary reassigned time)

2018-2019 % FTEF (temporary reassigned time)

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Assistant Professor, Film Studies

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

Even though the Cinema department hired a new FT Faculty member this spring of 2019, based on our growth rapid growth over the last two years, and our anticipated growth in the near future, an additional full-time faculty member is needed in the Cinema Program to continue to improve the aspects of our program that align with Palomar's Institutional Learning Outcomes and Strategic Goals. Currently, we are relying on part-time faculty to help us assist students to successfully achieve these outcomes and goals. This is unsatisfactory, with full-time faculty called upon each semester to add additional courses to their already full schedules. The situation makes it more difficult to properly and adequately keep our program to the high standards that have historically led it to great success, both in its curriculum and strong enrollments for Palomar College. Also, with the rapid growth of our program and high fill-rates, we expect to increase our number of course offerings each semester.

Studying film is so much more than watching movies. All of our film studies courses provide opportunities for cultivating intellectual and practical skills, using the art form of cinema to achieve learning outcomes and achieve our department goals. Across the Cinema discipline, course curriculum guides students in acquiring competency in inquiry and analysis, creative and critical thinking and written and oral communication. To study film is to analyze and interpret cinema and recognize its role as a reflection and critique of society. Movies provide students the opportunity to study cultures other than their own, recognizing and respecting those things that are both alike and different, ultimately enriching their own contributions to society. They gain the ability to effectively engage with individuals of diverse backgrounds and perspectives. Classroom discussions and projects provide opportunity for teamwork

where students work collaboratively and constructively with one another to actively participate in the process of learning and communicate effectively with each other in addressing conflicts and solving problems. By doing so, they gain confidence in their own judgment while being aware and respectful of the opinions of other.

The study of cinema allows students to gain an understanding of a global world through its historical, social, economic, moral, and cultural challenges. This breadth of knowledge contributes to human development, expression, creativity and curiosity. It moves students to demonstrate critical self-reflection of one's own ethical values and cultivate personal and academic integrity.

In our CTE film production courses, students learn valuable, industry-related skills that will enable them to complete our ADT degree and transfer on to film production programs at 4-year universities. Or they can move directly into the workforce in areas such as screenwriting, production design, direction, cinematography, editing and sound design,

As our WSCH and Census numbers can attest to, enrollment in our program has grown exponentially in the past two years. We closely study offerings that best prepare students for transfer to university programs and for employment success. We offer variety in our classes, whether it be time of day, once or twice meetings per week, day, afternoon or evenings, face-to-face, distance education, hybrid, full semester or fast-track. We utilize Strategic Enrollment Management to allow students to complete their degrees in an efficient and timely manner, mindful of recommended and requisite courses necessary for a degree.

We are proud to say that the vast majority of our classes fill quickly and to capacity, at our main campus, Fallbrook, Rancho Bernardo, Escondido and Camp Pendleton locations. We owe much of this to the high level of academic integrity that is a staple of our program. We focus on the rigor of our program's curriculum, ensuring that our courses maintain the standards that allow for transfer and prepare students for success in disciplines that closely align with our program. By doing so, we can look to the future to expand the variety of our program's offerings and add even more sections of Cinema 100, The Art of Cinema, our core class. This course introduces students to our program, prepares them for more advanced courses in the discipline, serves as a GE requirement for our college and transfers to the California State and University of California systems.

In anticipation of the openings of the North and South Centers, we are preparing for additional sections of Cinema 100 and Cinema 125, our beginning production course. With a close eye toward needed facilities and the demographics of each area, added sections will increase enrollment numbers and provide outreach to South and North San Diego counties. We have established an industry partnership with Sony Corporation who will provide us with production equipment at the South Center that will help grow our CTE program.

With the opportunities of Dual Enrollment and Community Education, we look to the future to increase course offerings and enrollments.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Candidates who are able to teach in our Cinema program must meet a high-level of academic education and experience, with a minimum qualification of master's degree to teach cinema studies. While we are fortunate to hire part-time faculty, some with PhDs, they understandably are seeking full-time positions. Because of this they may only be available to us for a limited time or not able to commit to a part-time position. As well, they may have the education but no experience teaching film or in the visual arts. Further problematic is that applicants may have strong industry production experience in but may lack the academic background and education.

With a strong complement of distance education courses, we need faculty who are adept at online education, both in its pedagogy and the technical skills that are required for students to succeed in an online environment.

Our department is unique in that we need PT faculty who meet both the minimum qualifications to teach our academic courses but also the industry and technical experience/qualifications to teach our Career/Technical (CTE) courses, which is difficult to find in adjuncts.

The strength and success of the Cinema program is because of its course offerings that serve as GE requirements at Palomar College and that transfer to the California State University and University of California systems. To be able to do this we need faculty that have strong academic backgrounds to teach these courses, with minimum qualifications that at least include a Master's of Fine Arts in Film Studies or closely related disciplines.

For our CTE courses, faculty must have solid experience in film and video production, producing work that shows current technical and aesthetic expertise.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

This position will afford our program more frequent interactions with industry professionals in organizations such as The National Academy of Television Arts and Sciences and at conferences such as NAB Show, sponsored by the National Association of Broadcasters. It will also allow us an even greater presence at film festivals throughout California and the United States. Part-time and full-time faculty regularly attend the Sundance, American Film Institute, Palm Springs, Santa Barbara and San Diego Film Festivals. Our Advisory Committee draws from artists, filmmakers, and working professionals from San Diego and Los Angeles. The labor market data shows a steady growth in job opportunities within the film industry, with an increase of 6% to 8% in CA and 12% to 16% nationwide by 2026.